

States. Virtually every State has a significant amount of testing being done and the Federal Government already requires testing three times in math and reading throughout an elementary school career.

We have to be concerned that the testing that is in this bill does not amount to just quantity over quality, and my fear is that we have not allowed or provided for in this bill a ramping up to scale the capabilities of the testing community to be able to put those 260 additional tests that are now going to be required throughout this country in an appropriate way. We have not allowed time for them to be developed and implemented. We have not allowed enough resources for them to be done. The estimates are that it is \$30 per test for the administration and much more for the development. The Congressional Budget Office estimates \$650 million a year for these tests. Yet the President is only asking for \$350 million.

If we continue in this path, States may feel forced to go to off-the-shelf tests, the lowest common denominator here; and the problem with that is we are going to run into all sorts of difficulties about whether or not this testing procedure then really does measure the progress of our students or is it just putting on them yet an additional burden of still another test in which teachers have to prepare; it has to be developed; they have to take time out of the classroom and away from other subjects that probably should be taught.

So I caution our Members to hopefully go back to the drawing board on the testing provisions and make this truly a good bill, provide the resources that are there, make those tests not something that is required until and unless we do the background work that needs to be done.

Mr. ISAKSON. Mr. Chairman, I yield 3 minutes to the distinguished gentleman from Illinois (Mrs. BIGGERT), a member of the House Committee on Education and the Workforce.

Mrs. BIGGERT. Mr. Chairman, I thank the gentleman from Georgia (Mr. ISAKSON) for yielding me this time.

Mr. Chairman, I rise today to express my strong support for H.R. 1, the No Child Left Behind Act of 2001.

As a member of the Committee on Education and the Workforce, I am pleased to say that H.R. 1 encompasses President Bush's vision for education in America. The bill empowers parents, helps children learn to read at an early age, and grants unprecedented new flexibility to local school districts while demanding results in public education through strict accountability measures.

I know that many of my colleagues have and will speak in more detail about these provisions, so let me turn to a section of the bill that will not receive as much attention but is important because of the direct and positive

impact it will have on the estimated 1 million homeless children and youth in our country.

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Mr. Chairman, being without a home should not mean being without an education. Yet, that is what homelessness means for far too many of our children and youth today. Congress recognized the importance of education to homeless youth when it enacted in 1987 the McKinney Education Program. But, despite the progress made by this Act over the last decade, we know that homeless children continue to miss out on what is the only source of stability and promise in their lives: school attendance.

Mr. Chairman, H.R. 1 strengthens the McKinney program by incorporating the provisions contained in the McKinney-Vento Homeless Education Act of 2001. This bill ensures that a homeless child is immediately enrolled in school. That means no red tape, no waiting for paperwork, no bureaucratic delays. It limits the disruption caused by homelessness by requiring schools to make every effort to keep homeless children in the school they attended before becoming homeless. It also creates a mechanism to quickly and fairly resolve enrollment disputes, ensuring that such process burdens neither the school nor the children's education. Last, it assists overlooked and underserved homeless children and youth by raising the program's authorizing level to \$60 million in fiscal year 2002 and reauthorizing the McKinney-Vento program for another 5 years.

As a former school board and PTA president, I believe H.R. 1 and its homeless education provisions meet our commitment to local control, while making the best use of Federal education dollars. I commend the gentleman from Ohio (Mr. BOEHNER), the chairman of the committee, as well as the gentleman from California (Mr. GEORGE MILLER), the ranking member, for understanding that being homeless should not limit a child's opportunity to learn and for addressing in the bill before us the needs of homeless children.

Mr. Chairman, I urge my colleagues on both sides of the aisle to support the No Child Left Behind Act. This education reform legislation is what America deserves and what America's children need.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 2 minutes to the gentlewoman from Michigan (Ms. RIVERS), a member of the committee.

Ms. RIVERS. Mr. Chairman, I rise in opposition to H.R. 1. Less bad is not good. It is not legitimate to argue for passage of a flawed proposal on the basis that it could be worse.

What we have before us is a huge Federal intrusion into the jurisdiction of State legislatures and local school boards. What we have is a poll-driven illusion of reform through standardized testing, a vehicle that has come under

recent scrutiny. Lastly, what we have here is a largely unfunded Federal mandate to further burden local school districts.

This is a power grab by the Federal Government, pure and simple. It represents an attempt to leverage only 7 percent of the funding for American schools into control of the entire K-12 system. Such action flies in the face of our long-standing tradition of local control of education. It also exacerbates an already grave problem in this country. Americans do not participate in school board elections. They do not know their board members, when the board meets or how to raise concerns about the schools. We should not encourage the public to turn their eyes to Washington regarding educational matters; we should, instead, direct them back to their own communities and their local boards of education.

But even if this power grab succeeds, Congress cannot deliver on the promises this bill makes. Testing is not the panacea its advocates claim. Polling shows some 70 percent of the public supports school accountability, and that would seem to show support for this proposal, but we have not asked the follow up question: do you favor a larger Federal role in the operation of your local school district? I dare say the opposition to that would be as high as accountability.

While the Federal Government will help with the costs associated in giving these tests, no dollars are available for the very real costs of scoring the tests nor for any response to what the tests may uncover. This creates a largely unfunded mandate, something we, the Congress, have condemned since 1995.

There is another polling question that might be asked: do you favor requiring local schools to spend more money to comply with Federal requirements?

This bill is a mirage. It is not what it seems to be, and it makes a terrible trade. It stands a two-century tradition of community-controlled schools on its head in exchange for the mere illusion of reform. Vote "no."

Mr. ISAKSON. Mr. Chairman, I am pleased to yield 2 minutes to the gentleman from Pennsylvania (Mr. PLATTS), a distinguished member of the Committee on Education and the Workforce and the gentleman who replaced the former chairman of that committee, Mr. Goodling.

(Mr. PLATTS asked and was given permission to revise and extend his remarks.)

Mr. PLATTS. Mr. Chairman, I thank the gentleman from Georgia for yielding me this time.

As a member of the committee, I rise in full support of H.R. 1. I would like to commend the chairman of the committee, the gentleman from Ohio (Mr. BOEHNER), and the ranking member, the gentleman from California (Mr. GEORGE MILLER) for working so diligently with each other, as well as with other members from both sides of the